

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5</b>				
<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 SEP 29 AM 11:49</div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016			
<b>Submittal information:</b>	<b>Three</b> complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494</div>			
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427			
<b><u>Schedule #1—General Information</u></b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
Houston Independent School District	101912	Worthing High School		
Vendor ID #	ESC Region #	DUNS #		
74-6001255	4	061292124		
Mailing address	City	State	ZIP Code	
9215 Scott Street	Houston	TX	77051-3302	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Duane		Clark	Principal	
Telephone #	Email address		FAX #	
713-733-3433	dclark@houstonisd.org		713-731-5537	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Annetra		Piper	Manager, Grants Department	
Telephone #	Email address		FAX #	
713-556-6785	apiper@houstonisd.org		713-556-7023	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Richard	A	Carranza	Superintendent of Schools
Telephone #	Email address		FAX #
713-556-6300	hisdsuperintendent@houstonisd.org		713-556-6323
Signature (blue ink preferred)	Date signed		

*Only the legally responsible party may sign this application.*

701-16-105-021

**Schedule #1—General Information**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> <li>Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>.</p> <p>By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>Improves student academic achievement or attainment</li> <li>Is implemented for all students in the school</li> <li>Addresses in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>improvement in school leadership</li> <li>improvement in teaching and learning in academic content areas</li> <li>professional learning for educators</li> <li>student non-academic supports</li> </ul> </li> </ul> <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> <li>Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</li> </ol>

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
- (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
- (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
- (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:

9. 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
2. Offer full-day kindergarten.
3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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	<p>(A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;</p> <p>(B) High-quality professional development for all staff;</p> <p>(C) A child-to-instructional staff ratio of no more than 10 to 1;</p> <p>(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;</p> <p>(E) A full-day program;</p> <p>(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;</p> <p>(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;</p> <p>(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;</p> <p>(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;</p> <p>(J) Program evaluation to ensure continuous improvement;</p> <p>(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;</p> <p>(L) Evidence-based health and safety standards.</p> <p>4. Provide educators, including preschool teachers, time for joint planning across grade levels.</p> <p>5. Replace the principal who led the school prior to the commencement of the early learning model.</p> <p>6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>(A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>(B) Are designed and developed with teacher and principal involvement;</p> <p>7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.</p> <p>8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.</p> <p>9. Use data to identify and implement an instructional program that is:</p> <p>(A) Research-based;</p> <p>(B) Developmentally appropriate;</p> <p>(C) Vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>(D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.</p> <p>10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:</p> <p>(A) Aligned with the school's comprehensive instructional program</p> <p>(B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.</p> <p>12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).</p> <p>13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.</p> <p>14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.</p> <p>If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.</p>
10.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Turnaround Model</b>, the campus will meet all of the following federal requirements:</p>

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By TEA staff person:



	<ol style="list-style-type: none"> <li>1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ol style="list-style-type: none"> <li>(A) Screen all existing staff and rehire no more than 50 percent; and</li> <li>(B) Select new staff</li> </ol> </li> <li>3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school</li> <li>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;</li> <li>7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:             <ol style="list-style-type: none"> <li>(A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>(B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>(C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> </li> <li>9. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol> <p>If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.</p>
11.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Whole-School Reform Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Implement an evidence-based whole-school reform in partnership with a model developer.             <ol style="list-style-type: none"> <li>(A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.</li> </ol> </li> <li>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <a href="http://www2.ed.gov/programs/sif/sigevidencebased/index.html">http://www2.ed.gov/programs/sif/sigevidencebased/index.html</a>. These approved models are supported by:             <ol style="list-style-type: none"> <li>(A) A study of efficacy that meets What Works Clearinghouse evidence standards.</li> <li>(B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.</li> <li>(C) A study which used a large sample and multi-site sampling.</li> </ol> </li> <li>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.</li> <li>4. The whole-school model must implement the model for all students in the school.</li> </ol>

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	<p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> <li>(C) Non-academic supports for students</li> <li>(D) Family and community engagement</li> </ul>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ul> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ol> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA's Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administration page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Vision and focus for school reform** -Worthing HS is applying for the Texas Title I Priority Schools, Cycle 5 grant because we desire to improve the educational attainment of our students. Currently, Worthing HS received the designation of Improvement Required from the Texas Education Agency (TEA) as shown on the Texas Academic Performance Report (TAPR). This grant will benefit our students by bringing additional supports and resources to them that they have not previously had access to. The transformation of school culture for students, teachers, school staff, parents, administrators, and the school community of Worthing High School to an Early College High School model will drive high academic attainment and safety for all. Our goals are simple: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increase Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher Effectiveness. Each of these goals are in alignment with the grant and with the district goals.

**Sense of urgent need for change** - In order to accomplish these goals and objectives, Worthing HS will: establish non-negotiable high expectations for all learners through an Instructional Coach team model for each Academic core subject area; work to raise teacher effectiveness through intentional collaborative planning, modeling of instruction, supporting the Professional Learning Community (PLC) structure for rigorous and relevant instruction; establish a freshman academy for all first time 9th graders; provide professional development to teachers on becoming an academic coach with the ability to "check and connect" with students; assign an academic coach to all students who will meet each day with students; and address "literacy across the curriculum" to allow all teachers, not just our English teachers, to focus on reading and writing activities designed to improve literacy skills, including diagnosing for literacy needs and creating a personal literacy plan that will be created based on each student's needs. Worthing will focus on community involvement through parent and family engagement using both traditional and non-traditional methods and work to build partnerships with community organizations to support parent education and involvement. Worthing HS will establish the Colts Success Academy to provide students who are at risk of academic failure with intensive interventions and supports in core instructional areas and reduce the risk of dropout for over age/under credit students and those students who are missing core academic requirements. The Colts Success Academy will be offered during the school day, after school, and on Saturdays. Students in the program work closely with teachers (individually or in small groups) to receive targeted intervention and to complete coursework for on-time graduation. Additionally, Worthing HS will redesign the school into career-focused learning communities for Veterinary Animal Science, Hospitality and Tourism, and Informational Technology. Each career-focused learning community will be based on Early College High School model.

**High expectations for results** - The budget was developed based on the needs of the campus with expectations for change. The demographics of the school are: African American – 86.3%; Hispanic – 12.5%; and White - 0.6% with 73.4% of the students receiving free or reduced priced meals. Based on our demographics, there is a need to provide some culturally responsive professional development and resources for our campus; therefore, it is included in the budget. Additionally, because our reading scores are low, additional professional development in reading strategies for all teachers has been included in the budget to assist with the job-embedded coaching that will occur during classroom time and during professional learning communities (PLCs), as well as academic tutors. The math scores are low as well, therefore some of the tutors will provide math support to the students as well. Our students have not performed well in the ninth grade, so we are providing a ninth-grade academy with lower class sizes so that students can receive more personalized instruction from highly qualified teachers. The budget includes teachers to support the college readiness as well.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Operational flexibilities that will be afforded the campus in a reform effort** – The principal will have autonomy to do the work to be accomplished here. We have requested funds for a grant administrator to oversee the day-to-day activities of the project. Additionally, because data will drive our instruction, this person should have a clear understanding of how to use the data and other information with teachers that they can use to guide their work.

The budget also includes funding for a counselor because there is a gap in services and a real need to include counselors for students on the campus with multiple socio-emotional needs. Parents are also a vital component of this project; therefore, a parent liaison is included in the budget to oversee parenting programs and projects and to operate the Parent Center. Extra-duty pay has been included for training and professional development for teachers. Funding for substitutes is also included for teachers who attend professional development off-campus during the school day. Funding for extra duty pay is also requested in order to pay teachers for after school tutoring and education-related clubs and activities. Professional Contracted services will include funds for teacher professional development in reading, math, science, technology (personalization), cultural proficiency, student leadership, student and school safety, and online software and technology support. Supplies and materials include tools, supplies, and materials that will support the ECHS model and reading and math. Some travel will occur. The travel will encompass college visits and career/job related experiences for students, externships for teachers so that they are familiar with what they are teaching, and mandatory travel for this project. This is also travel included for professional development and conferences that relate to the purpose of the grant, as well as to visit exemplars. The district also supports the school through its PowerUp initiative paid for through district funds, where every student receives a laptop. Additional capital outlay will support this work with a computer lab to support the IT program, equipment needed to support the agriculture component, and other tools that increase learning opportunities for students.

The needs assessment process was designed by school leadership, led by the principal, teachers, parents, community members, and students. This group will meet quarterly during year one and each semester during the second, third, and fourth years of the grant to determine if changes are needed in the program. The group will use data to determine if the strategies are effective. The final decision for change will belong with the school leadership, although input will be strongly encouraged from the group. Based on the demographics of the students, Worthing HS needs to build strong teachers, and research-based strategies that support job-embedded professional development will help drive the way they grow teachers, using Professional Learning Communities as a way to support that learning.

**Organizational structures** - The program will be managed by a grant administrator who will report directly to the principal. Monitoring of the TTIPS project at Worthing HS will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanisms such as six-week portfolios, daily journals, and electronic databases. Content area team leaders, teachers, tutors, and advocates will periodically monitor student progress using student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Teachers will also continually monitor and document student achievement and schedule interventions as needed. The interventions will be built into the school day to ensure timely impact. The principal and his team will provide direct oversight and management of the project. The school's School Support Officer (SSO) will provide support to the principal and the Chief School Officer will provide direct oversight of the principal and school, with leadership and guidance from the Superintendent.

**Communication structures** - The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the grant administrator. The grant administrator will work closely with the HISD Research and Accountability Department (R&A) to facilitate the implementation and monitoring of the proposed project. With assistance of the HISD R & A Department, the grant administrator will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents and community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and TEA.

**Existing capacity and resources** - This application completely and accurately answers all TEA requirements. The district is committed to finding resources through Title 1, foundations matching grants, and other resources to support this new direction in the attempt to move its low performing schools into schools of choice where students feel safe, valued, and can develop relationships with their educators and to continue these efforts when the funding ends.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 101912 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Fund code: 276

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations

**Budget Summary**

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$155,650	\$0	\$1,067,650	\$0	\$1,067,650	\$0	\$1,067,650	\$0	\$3,358,600
Schedule #8	Professional and Contracted Services (6200)	6200	\$155,000	\$0	\$400,000	\$0	\$370,000	\$0	\$362,500	\$0	\$1,287,500
Schedule #9	Supplies and Materials (6300)	6300	\$150,000	\$0	\$230,000	\$0	\$230,000	\$0	\$230,000	\$0	\$840,000
Schedule #10	Other Operating Costs (6400)	6400	\$35,000	\$0	\$115,000	\$0	\$115,000	\$0	\$115,000	\$0	\$380,000
Schedule #11	Capital Outlay (6600)	6600	\$301,200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$301,200
Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
Total direct costs:			\$796,850	\$0	\$1,812,650	\$0	\$1,782,650	\$0	\$1,775,150	\$0	\$6,167,300
5% indirect costs (see note):			N/A	\$24,782	N/A	\$90,632	N/A	\$89,132	N/A	\$88,757	\$293,303
Grand total of budgeted costs (add all entries in each column):			\$793,370	\$24,782	\$1,812,650	\$90,632	\$1,782,650	\$89,132	\$1,775,150	\$88,757	\$6,457,123

**Administrative Cost Calculation**

Enter the total grant amount requested:

\$6,167,300

Percentage limit on administrative costs established for the program (5%):

× .05

Multiply and round down to the nearest whole dollar. Enter the result.

\$308,365

This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

**NOTE:**

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17

2016–2020 Texas Title I Priority Schools (TTIPS). Cycle 5



Schedule #7—Payroll Costs (6100)										
County-district number or vendor ID: 101912				Amendment # (for amendments only):						
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years		
Academic/Instructional										
1	Teacher	5	0	\$50,000	\$300,000	\$300,000	\$300,000	\$950,000		
2	Educational aide			\$	\$	\$	\$	\$		
3	Tutor			\$	\$	\$	\$	\$		
Program Management and Administration										
4	Grant Administrator	1	0	\$35,000	\$70,000	\$70,000	\$70,000	\$245,000		
5	Title			\$	\$	\$	\$	\$		
6	Title			\$	\$	\$	\$	\$		
Auxiliary										
7	Parent Liaison	1	0	\$0	\$35,000	\$35,000	\$35,000	\$105,000		
8	Title			\$	\$	\$	\$	\$		
9	Title			\$	\$	\$	\$	\$		
Other Employee Positions										
10	College Access Coordinator	1	0	\$0	\$40,000	\$40,000	\$40,000	\$120,000		
11	Counselor	1	0	\$0	\$70,000	\$70,000	\$70,000	\$210,000		
12	Dean of Instruction	1	0	\$0	\$75,000	\$75,000	\$75,000	\$225,000		
13	Subtotal employee costs:			\$85,000	\$590,000	\$590,000	\$590,000	\$1,855,000		
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			\$0	\$25,000	\$25,000	\$25,000	\$75,000		
15	6119 Professional staff extra-duty pay			\$45,000	\$245,000	\$245,000	\$245,000	\$780,000		
16	6121 Support staff extra-duty pay			\$5,000	\$15,000	\$15,000	\$15,000	\$50,000		
17	6140 Employee benefits			\$20,650	\$140,150	\$140,150	\$140,150	\$441,100		
	Employee stipends									
18	61XX	Specify amounts and criteria to earn stipend: Teachers will receive a stipend based on additional responsibilities and student growth. Teacher Leader role - \$3,000; Teacher attendance: Perfect attendance - \$1,500 or Missed three days or less - \$750.		\$0	\$52,500	\$52,500	\$52,500	\$157,500		
19	Subtotal substitute, extra-duty, benefits costs			\$70,650	\$477,650	\$477,650	\$477,650	\$1,503,600		
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$155,650	\$1,067,650	\$1,067,650	\$1,067,650	\$3,358,600		

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)						
County-district number or vendor ID: 101912						Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.						
Professional and Contracted Services Requiring Specific Approval						
Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land	\$	\$	\$	\$	\$
Specify purpose:						
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$	\$	\$	\$
Professional and Contracted Services						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	College Readiness Provider	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
2	Dropout prevention organization to provide social services to students in support of their progress through high school graduation	\$0	\$90,000	\$90,000	\$90,000	\$270,000
3	Tutoring for students during the school day to allow for small group pullouts in class	\$0	\$75,000	\$75,000	\$75,000	\$225,000
4	Technology use and strategies training	\$15,000	\$30,000	\$15,000	\$7,500	\$67,500
5	Teacher professional development - teaching strategies	\$15,000	\$25,000	\$25,000	\$25,000	\$90,000
6	ECHS consultant	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
7	Teacher professional development - coaching	\$15,000	\$30,000	\$30,000	\$30,000	\$105,000
8	Teacher professional development - curriculum alignment	\$15,000	\$30,000	\$15,000	\$15,000	\$75,000
9	Staff development - cultural proficiency	\$15,000	\$15,000	\$15,000	\$15,000	\$60,000
10	Subscription to online access to provide textbooks to students at no cost	\$0	\$25,000	\$25,000	\$25,000	\$75,000
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
b. Subtotal of professional and contracted services:		\$155,000	\$400,000	\$370,000	\$362,500	\$1,287,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$	\$	\$	\$
(Sum of lines a, b, and c) Grand total		\$155,000	\$400,000	\$370,000	\$362,500	\$1,287,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

Expense Item Description									Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
63XX	Technology Hardware- not capitalized								\$	\$	\$	\$	\$
	#	Type	Purpose	Quantity	Unit Cost				\$	\$	\$	\$	\$
	1								\$	\$	\$	\$	\$
	2								\$	\$	\$	\$	\$
	3								\$	\$	\$	\$	\$
	4								\$	\$	\$	\$	\$
63XX	5								\$	\$	\$	\$	\$
	Technology Software- not capitalized							\$0	\$25,000	\$25,000	\$25,000	\$25,000	\$75,000
63XX	Specify type/purpose:							\$	\$	\$	\$	\$	\$
	Textbooks/Curricular Materials							\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$15,000
	Specify type/ purpose:							\$	\$	\$	\$	\$	\$
63XX	Supplies and materials to be used as student incentives							\$	\$	\$	\$	\$	\$
	Specify type/ purpose:							\$	\$	\$	\$	\$	\$
Supplies and Materials that do not Require Specific Approval													
6300	Supplies and materials that do not require specific approval:				\$150,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$200,000	\$750,000
Grand total:				\$150,000	\$230,000	\$230,000	\$230,000	\$230,000	\$230,000	\$230,000	\$230,000	\$230,000	\$840,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)						
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):				
	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$60,000	\$60,000	\$60,000	\$180,000
	Specify purpose: Visits to colleges and universities, attend early college student leadership conference; includes travel, lodging, and food					
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$0	\$15,000	\$15,000	\$15,000	\$45,000
6413	Stipends for non-employees other than those included in 6419	\$	\$	\$	\$	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
	Advisory council/committee travel or other expenses					
	Specify name and purpose of council:					
64XX	Specify types of costs:	\$	\$	\$	\$	\$
	Cost of membership in civic or community organizations					
	Specify name and purpose of organization:					
6495	Specify purpose of membership:	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$25,000	\$100,000	\$100,000	\$100,000	\$325,000
Remaining 6400—Other operating costs that do not require specific approval:		\$10,000	\$15,000	\$15,000	\$15,000	\$55,000
Grand total:		\$35,000	\$115,000	\$115,000	\$115,000	\$380,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)							Amendment number (for amendments only):	
County-District Number or Vendor ID: 101912								
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	\$50,000	\$	\$	\$	\$50,000
66XX—Computing Devices, capitalized								
2	Computers for parent center	5	\$1,200	\$6,000	\$0	\$0	\$0	\$6,000
3	iPad carts with 30 iPads for student use in class	2	\$17,000	\$34,000	\$	\$	\$	\$34,000
4	Apple computers for computer labs for student use	40	\$1,530	\$61,200	\$	\$	\$	\$61,200
5			\$	\$	\$	\$	\$	\$
6			\$	\$	\$	\$	\$	\$
7			\$	\$	\$	\$	\$	\$
8			\$	\$	\$	\$	\$	\$
66XX—Software, capitalized								
9			\$	\$	\$	\$	\$	\$
10			\$	\$	\$	\$	\$	\$
11			\$	\$	\$	\$	\$	\$
12			\$	\$	\$	\$	\$	\$
13			\$	\$	\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles								
14	Furniture for parent center (tables, chairs, etc.)	various	\$ varies	\$30,000	\$0	\$0	\$0	\$30,000
15	A teleconferencing system for distance communication	1	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000
16	Equipment for agriculture focus	2	\$10,000	\$20,000	\$	\$	\$	\$20,000
17								
18			\$	\$	\$	\$	\$	\$
19			\$	\$	\$	\$	\$	\$
20			\$	\$	\$	\$	\$	\$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21				\$	\$	\$	\$	\$
Grand total:				\$301,200	\$0	\$0	\$0	\$301,200

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 101912		Amendment # (for amendments only):	
<b>Part 1: Student Demographics- Data.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Category	Number	Percent	Data Source
Total student enrollment	672		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	580	86.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	84	12.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	4	0.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	2	0.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	493	73.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	32	4.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	132	19.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	871		2015-2016 PEIMS report: Student Disciplinary Action Summary (8-4-2016)
Disciplinary placements in In-School Suspension	335		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	494		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	36		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	N/A		2015-2016 PEIMS report #425; code #C164
Attendance rate		85.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		6.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	104	40%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	224	36%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		DNA%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		3.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	15.3		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1009		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		35%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Worthing High School has shown considerable growth since the 2014-2015 school year. The enrollment of Worthing High School has increased by over 20%. Part of this growth is attributed to a 57% increase specifically in Hispanic/Latino enrollment. The changing demographics of our community have added greater needs to train teachers in diversity and strategies to address English Language Learners (ELL) in classrooms. There is a need for additional supports and cultural responsiveness training for teachers to support our students.

Additionally, the average age of entry of students that come to Worthing HS is 14.9, meaning that the majority of our freshmen are at least one grade year behind. Many of the students at Worthing are over-age and need additional supports to catch up. The average student at Worthing HS comes to the school at a 7<sup>th</sup> grade reading level, with many students reading at a much lower level. There is a need to provide reading supports and interventions to all of the students at Worthing HS. Currently, Worthing HS received the designation of Improvement Required from the Texas Education Agency (TEA) as shown on the Texas Academic Performance Report (TAPR) 2012-13. The STAAR End of Course (EOC) shows that our students did not fair well on the EOC for any subject. See Table below.

<b>All Students % Satisfactory – STAAR End of Course (EOC) Worthing HS</b>			
<b>Courses</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2014-2015</b>
English I	34	33	37
English II	N/A	38	33
Algebra I	34	41	44
Biology	67	58	54
U. S. History	N/A	41	

Source: AEIS, 2011-12; Texas Academic Performance Report (TAPR) 2012-13; 2014-15

Also of note, approximately 40 students are currently under the supervision of the juvenile justice probation system and must be monitored through the city, county, and state. This is not helped by the fact that at least 20% of the students have or have had at least one parent incarcerated during their lifetime. Gangs are also an issue in the community. Teenage pregnancy is not as high as it previously has been because the District placed a clinic on the campus which provides information and supports to teenagers regarding these issues.

Finally, during the 2013-2014 school year a total of 621 students were enrolled as of October 2013, a decrease of approximately 100 students from the 2012-2013 school year. In 2016-2017, the enrollment of Worthing HS was a little of 700 students. There are close to 1,700 students in Worthing's attendance zone attending other high schools in Houston in the 2016-17 school year (Houston Independent School District, Research and Accountability Department, 2016).

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	59		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	38.4	65.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	8.7	14.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	4.0	6.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	7.9	13.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	27.1	70.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	5.0	13.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	2.2	5.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	2.0	5.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	5.0	13.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	8.7	22.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	10.0	26.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	11.6	30.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	3.0	7.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	53,496		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	50,177		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	53,755		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	57,033		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	63,595		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	3.0	7.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	18.7	48.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	15.7	40.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	1.0	2.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since 2013-2014 school year there has been major turnover in the faculty and staff of Worthing High School. For the 2016-2017 school year there are 13 new instructional hires on the campus, a 28 % turnover from 2015-2016. With the turnover we have also lost a great deal of experience. 11 of the 13 hires for the 2016-2017 school year have less than 5 years of experience. The campus as a whole has greater than 50 of its staff with under 5 years teaching experience. The total staff of the campus has grown to 73 employees.

Surveys from and observations of the teachers indicate that they need additional professional development and training on how to teach students in poverty and different cultures. There is a need for cultural proficiency training. Additionally, there is a need to help teachers work with addressing helping our ELL students achieve, due to the increase in the Latino community.

The teachers also need additional pedagogical training as many of them came to teaching through non-traditional means. They need more support on how to teach students. Our teachers need more support with classroom management and proactive interventions when dealing with students.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	254	143	137	138	672

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	18	15	12	10	55

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus data was analyzed using information from the District Research and Accountability reports, Texas Academic Performance Reports (2014-2015), and local data. These reports show that a large number of the students lack the literacy skills necessary to become effective readers. Data from the 2014-2015 STAAR End of Course (EOC) English I and English II scores for all students at Worthing High School was 37% English I and 33% English II, which was more than 22 and 28 percentage points below the District, and more than 34 (English I) and 39 (English II) percentage points below the state. Economically-Disadvantaged and Special Education students scored poorly as well with 36% and 12% respectively, of the students (English I) receiving a passing score on the STAAR EOC. On the Biology test, 54% of all students met expectations; on the STAAR EOC Algebra I test, 44% of all students met Level expectations. The percent of students considered "college ready" as measured by the PSAT was 2.7%. The enrollment of students in Advanced Placement (AP) courses was 19%, with 0.2% passing the AP course exams. The Texas accountability rating for Worthing has been "Improvement Required" for four consecutive school years.

There are 1,117 students who live in the school zone that choose to attend another school. Worthing staff conducted phone interviews to determine why students are not attending the school. Parents who chose a school other than Worthing were interviewed. The majority of parents who selected a school other than Worthing cited safety concerns, school reputation, and low variety of course offerings, as the main reasons. The community which Worthing HS serves has the highest percent of felony parolees in the state. The 77051 zip code also provides residence for the most registered sex offenders per capita than any other zip code in the state. Crime in this community is extremely high and according to the Houston Chronicle (April 30, 2013), the community surrounding Worthing HS is listed as one of the 25 most dangerous neighborhoods in America. Therefore, additional wrap-around services regarding safety are needed.

Worthing HS also completed a SWOT analysis of key campus areas within the school. Almost 60% of the students who attend Worthing have parents or guardians who do not possess a high school diploma. In reviewing the most recent statistics included in the City of Houston Super Neighborhood Demographic and Income Profile, per capita income of the community in which Worthing HS resides is \$10,567 (City of Houston, 2014). This income is compared to the per capita income of the United States of \$42,693 and the state of Texas of \$41,471 (U.S. Dept of Commerce, 2012). This neighborhood is one of the poorest in the city. In addition to poverty, the educational attainment of this community is low. As the table below shows, almost 82% of the adults in the community have no advanced education.

<b>Table 1 Educational Attainment and Employment Rate of Communities of Schools</b>						
Schools	< than grade 9	Some High School	HS Grad	Some college	Associates Degree or more	Unemployment Rates
Worthing HS	26.1%	31.8%	23.7%	12.2%	6.2%	14%

Worthing has had four Principals in the past five school years. For the 2014-15 school year, the average daily attendance rate was 85.1%. An analysis of the teacher profile and the HISD Performance Appraisal System show that there is a need to increase the efficacy and pedagogical skills of the teachers. Teacher attendance is also a major challenge. The emphasis on quality instruction at Worthing will be realized through careful scrutiny of prospective teachers and ongoing evaluation of student performance. Candidates with a proven track record of helping students succeed are being actively recruited and hired. Worthing HS staff also reviewed data regarding student tardies, student attendance, teacher attendance, and student discipline. Many of the perceptions regarding attendance, tardiness, and discipline will be addressed regarding behavioral, social, and emotional issues of students. Additionally, the large percentage of students with disabilities labels and referrals for discipline reasons shows there is a need to provide cultural proficiency. During the 2015-16 school year, there were 335 in-school suspensions, 494 out-of-school suspensions, 598 referrals for disciplinary reasons, with 493 of these being for violation of student code of conduct. Additionally, 19.6% of the student body has been labeled to receive special education services. This process of data review was completed over several months.

Team members met weekly and used the feedback from surveys and data. This team consists of 12 members: Principal, Assistant Principal, two core teachers, one Special Education teacher, one CTE teacher, one elective teacher, one non-instructional person, and one member of the clerical staff. Three SDMC community members are also included.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☐ Transformation

☐ with Rural LEA Flexibility modification

☒ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ECHS model will provide students an entry level experience to the college education system, while still being nurtured in a high school setting. This will inspire students to advance their expectations for post-secondary experience and increase the number of college enrollees. The ECHS model will also assist students in reducing the financial burden of college on parents and family who mainly come from low economic households.

As we discovered during our data analysis, more than half of the parents have not finished high school. Approximately one quarter of the parents graduated from high school, but low percentage of people in the community went to or finished college. Our students need this nurturing environment so that they will have the encouragement and support to go on to college when they graduate from high school. As stated by the students and their families that having college credits when they graduate will encourage them to "do better" for their families.

Additionally, the community of students who attend Worthing HS come from homes with high poverty rates. The school data shows 73.4% reported economically disadvantaged students. As previously noted, this neighborhood is one of the poorest in the city; therefore, the economic benefits of having an ECHS in the community so that students can receive college credits and not have to pay for them is tremendous. It is a great benefit to for students to be able to enter the workplace at age 18 with an Associate's degree and if the student chooses to pursue a Bachelor's degree, they are already half way there without spending any money.

Also, because the focus in the ECHS will be centered on college and career-based themes, a course of study that focuses upon what they enjoy may help them do better in school. For example, the agricultural animal science focus could help the student who hopes to be a veterinarian do very well in a college-prep school that targets veterinary medicine. The student who wants to focus on restaurant and hotel management would excel if given the chance to study advanced math or a leadership course rather than woodshop.

The community also specifically requested that the students have an opportunity to learn a course of study that will allow them to be gainfully employed immediately upon graduation or after attending a four-year college or university. Providing students with an Associate's degree or 60 credit hours towards a Bachelor's degree and the opportunity to receive a rigorous academic education and personal attention will go a long way towards building up the community and the students who attend the school.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure that the Worthing HS received stakeholder input during the planning phase and will continue to do so during the implementation phase and throughout the life of the grants, community meetings will be held quarterly. Because the demographics of the campus are shifting, all documents, including the paper and online surveys will be created in English and Spanish. The paper surveys will be sent home.

Parental input was used to guide the goals of project, created primarily as a result of both parental input and concerns. The parents and community that surround Worthing HS expressed a need for students to have an opportunity for a future in a career and/or college upon leaving high school. With the early college high school model, students will have an opportunity to leave high school with either college credit that can be applied toward a degree or an associate degree. Our community was actively involved in the needs assessment process and will continue through parent /community meetings that will be held quarterly on the campus and in the community. This process will be on-going, where the school will meet periodically with the parents and community in order to check the needs of the community throughout the process, especially as their needs change. Worthing HS will keep the community informed of our progress through semester newsletters, school messenger call-out system to families, and announcements to the community on the campus marquee, during college night events, at milestone celebrations, and during Power Up Parent Nights, report card roundups, ice cream socials, and open houses.

These events will be used to keep the community informed about the campus and the goals and programming that were selected through the collaboration with all stakeholders. The community will be an active partner through the school's Shared Decision Making Committee (SDMC) and Parent-Teacher Organization (PTO). These groups will periodically convene to assess the current needs and assist in determining if the plan is or has addressed the needs identified. Worthing HS will also incorporate campus-based surveys and use the HISD district/campus survey "Your Voice" to get feedback from the students, parents, community members, and other stakeholders in the community. These surveys will be utilized to gather feedback regarding the design of our early college model as it relates to the students and the needs of the community. We will continue working with our district Family and Community Engagement department to ensure that our campus is seen as a family- friendly school, where the community is always welcome, and is an active partner on our campus.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	School Support Officer – provide support to campus administration to ensure quality instruction and supervision.	Master's degree required. At least three years experience as an exemplary Principal or a person with similar leadership experience.
2.	Grant Administrator	Will work closely with campus and district personnel in the organization, preparation and post award administration of the grant project. Maintains records to prepare accurate reports for funding agency.	Master's degree preferred; three to five years experience in managing programs. Ability to collaborate and work with others to solve problems, clarify or interpret complex information. Skilled in office equipment.
3.	Principal	Coordinate vision and mission of Early College initiatives and programs. Direct and meet with the employees supervising and coordinating the grant driven activities and programs; such as Grant Administrator, Dean of Instruction, and College Access Coordinator.	Master's degree required. At least one year experience as Principal. Administrative certification.
4.	Counselors	Will work directly with college partners to enroll, schedule, and track students. Coordinate programs with college to ensure students are on the right track.	Experience working with high school age students for 3-5 years and in a college setting in prior years.
5.	Dean of Instruction	Coordinate master schedule to match college schedules, coordinate with district departments to ensure appropriate support, and provide instructional support to both the AVID teachers and Dual Credit instructors who are also employed by the school.	3-5 years of school or departmental leadership, work with grants, and counseling of students.
6.	Assistant Principals	Manage grade level houses to carry out the vision and mission set forth by the Principal. Work in conjunction with the Dean of Instruction, Grant Administrator and counselors to ensure students are on track academically and culturally. Will also provide instructional feedback to instructors to encourage the Early College initiative through rigorous and quality instruction	3-5 years of school or departmental leadership, work with grants, and counseling of students.
7.	Teachers	Work with students on both soft and hard academic skills. Mentor students on how to navigate college programs.	3-5 years of successful teaching.
8.	Parent Liason	Work with parents to increase involvement, awareness, and support to students and family Will include parent literacy of technology, school initiatives, parental development.	Experience working with high school age students for 3-5 years and parent, community involvement programs.

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	ECHS Consultant	To guide the implementation of the prescribed activities presented in the grant.	Experience with the Early College Model, running a public school, program evaluation and higher education.
2.	Dropout Prevention Organization	To provide access to external providers and agencies to better support students and families with the greater focus on making students successful in school	Access to a network of organizations and agencies that will provide social, emotional, psychological, and academic supports for students and families.
3.	Tutoring Agency	To provide in and out of class tutoring support for students.	Access to qualified educators or non-educators who have degrees in the fields students need help in.
4.	Teacher and Student Mentoring	Organizations that will help teachers with their teaching practice and provide mentors to students.	A proven track record of helping both students and teachers achieve at high levels.
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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Houston ISD Board of Education is totally committed to transforming schools to be a benefit to the students. With signature programs and schools with unprecedented connections to corporations in our city, our schools are preparing students to enter the global workforce. The journey from pre-K student to Global Graduate is supported every step of the way. HISD was the first district in Texas to pioneer the concept of an early college high school. HISD's five early college campuses provide an opportunity for students to get a head start on their college aspirations, as well as save money on college tuition.

Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education. The objectives of strategic planning process are: (1) create a clear picture around efforts to increase student achievement; (2) integrate findings from other ongoing efforts (e.g., The New Teacher Project (TNP); (3) outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and (4) determine any adjustments required to current resources both human and financial to support the strategic initiatives. Houston ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward.

HISD is combining core academics with career-based knowledge and skills in collaborative and research-intensive learning environments. Business, medical, and energy leaders across Houston are partnering with HISD to offer students work-based experiences and certifications. AP courses are offered at every high school, and more students than ever are passing their AP exams. All HISD students in grades 9-11 have the opportunity to take the PSAT test for free, and since March 2012, every HISD junior has taken the SAT exam during regular class time for free.

HISD ensures that every school is led by an effective principal who creates an instructional learning environment on their campus that allows students to develop the skills needed to compete in today's global economy.

HISD is committed to ensuring that principals have the resources, professional development, and support needed to develop these competencies. The district's Leadership Development department is designed to assist emerging leaders into becoming the best for their campus success.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evan E. Worthing High School is fully committed to the continuation of this program beyond the period of the grant. Campus administrators and district support staff will actively work to meet the goals and objectives of the project to impact a lasting change in the campus culture. Evan E. Worthing High School will seek out other sources to fully continue the program in subsequent years beyond the grant period. The following are key strategic plans to sustain the program beyond the end of the grant cycle:

1. Increased student enrollment due to the benefits of the Early College Initiatives, which will increase the per-pupil funding - This strategy will increase interest in remaining the neighborhood school of choice and will provide high-profile partners who support the program in order to attract new and current students and families. The proposed Early College HS will increase rigor in the classroom with a revitalized and engaging curriculum. This transformation will thereby provide additional dollars to continue the program.
2. An increase in Career Technology Education (CTE) funding - An increase in student enrollment will also bring an increase in the funding allotment for CTE. These additional funding dollars will also provide an opportunity to sustain the career readiness programs beyond the term of the grant by providing more options for students to continue post secondary education.
3. Parental, Community Partnership – The parent center will support a wholistic approach to education and college readiness for both the student and household members. Worthing will strengthen parents awareness and involvement by creating an open campus, parent center, where parents will develop themselves further and learn about the opportunities available to their child(ren). Optimistically, this information will create support of the ECHS and increase enrollment beyond the grant period. Additionally, Worthing will continue to partner and seek new opportunities with nearby colleges and social services to meet the social/emotional/academic supports for the students.

The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and other sub-groups. The district is committed to finding resources through Title 1, foundations, grants, and other resources to sustain this new direction in the attempt to transform its lowest performing schools into schools of choice where students feel safe, valued, and can develop relationships with their educators.

**Schedule #15—Project Evaluation****For TEA Use Only**

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

County-district number or vendor ID: 101912	Amendment # (for amendments only):
<b>Part 1: Establishing Performance Measures.</b> Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Use of a SWOT analysis by the faculty and staff and then by individual departments were used to establish performance measures. Performance measures will include not only STAAR and Post-Secondary Assessments, but also include measures for Credits earned, Certifications earned and Associate Degrees earned.</p> <p>The program specifically will identify students for more intensive supports. Overall project goals are: 1) Improve Academic Performance; 2) Increase the Use of Quality Data to Drive Instruction; 3) Increase Leadership Effectiveness; 4) Increase Learning Time; 5) Increase Family and Community Engagement; 6) Improve School Climate; and 7) Increase Teacher Collaboration through PLC participation. Each of these goals are in alignment with the grant and with the district goals.</p> <p>The campus will establish a mentoring relationship with South Early College High School to foster best practices and develop strategies. Content PLCs will continue to meet daily to review data, review student work, plan collaboratively and participate in Professional Development. All initiatives in the PLC will be engineered to specifically address low student achievement. Leadership team will provide weekly feedback after classroom walk-throughs to validate learning and to help teachers improve on student learning.</p>	
<b>Part 2: Data Collection.</b> Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>A variety of qualitative and quantitative data will be collected on a scheduled basis. This data will include but are not limited to Common Assessments, Discipline Reports, Attendance Reports, STAAR Retesting Summaries, Parent Surveys, Students Surveys, and Faculty Surveys. It will be the responsibility of the campus principal, grant administrator, and Data Collection Team to obtain, organize and interpret all campus data.</p> <p>Quantitative student achievement data will be collected on a monthly basis for the duration of the grant period. The information below will be collected.</p> <ul style="list-style-type: none"> <li>• High School Collaborative Common Assessment</li> <li>• HISD Snapshots</li> <li>• Grade Distribution</li> <li>• Discipline Report</li> <li>• Attendance Reporting</li> </ul> <p>Qualitative data will be collected on a bi-monthly basis. Students, parents, faculty and staff will have the ability to provide the campus with in-time feedback using QR codes that will link to satisfaction surveys. The campus administrative team will run these reports bi-monthly to gain insight to campus needs and parental concerns.</p> <ul style="list-style-type: none"> <li>• Professional Development Feedback</li> <li>• Student Satisfaction Surveys</li> <li>• Parental Satisfaction Surveys</li> </ul>	

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**Schedule #15—Project Evaluation (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

All activities and interventions will be tracked using an electronic calendar. The administrative team will monitor the program and be assigned specific tasks. During the weekly administrative meeting, problems or concerns will be discussed. The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement and will be made available and communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the Grant Administrator or Principal.

The proposed project's evaluation plan includes both formative and summative components. A goals-based approach will be used to evaluate the proposed project. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms that will be implemented. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Grant Administrator. The Grant Administrator will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation of the formative evaluation.

The formative evaluation will be conducted to determine if the proposed activities are indeed being implemented, as described in the project's goals and objectives, and whether or not they are contributing to the overall success of the program. Progress reports will be prepared by the Grant Administrator, with the assistance of the Houston ISD Research and Accountability Department, and will be submitted in a timely manner to TEA, as required.

The Grant Administrator will utilize the goals and objectives to assess the following general indicators:

- (1) To what extent are the activities of the proposed program being implemented as planned;
- (2) To what extent are the objectives of the proposed program being met;
- (3) To what extent is the quality of the professional development meeting the needs of the teachers and school;
- (4) To what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to improving the quality of education;
- (5) To what degree has this program impacted student achievement; and
- (6) To what extent has parent participation increased?

The formative evaluation plan will also assess all grant-related activities, as implemented. The formative evaluation reports will provide detailed analysis and project findings on the following:

- Quality, type, and degree of planning, implementation, and evaluation of project activities;
- Quality, type, and degree of collaboration with project partners;
- Quality and level of communication with and reporting to management on the progress of the project and any problems encountered;
- Quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students;
- Quality, type, and level of professional development activities;
- Quality, type, and level of services actually provided to the targeted population;
- Quality and type of curriculum that is utilized;
- Quality and type of instruction;
- Quality of any products or documents developed as part of the project;
- Strengths and weaknesses of the project design, implementation, and evaluation; and
- Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented.

The principal, as the project director, and the Grants department manager, will review the final report documentation to ensure all information is correct and included in the report. Results will be disseminated to the major stakeholders.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The mission of the HISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

**BIDS AND PROPOSALS:** All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.

Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.

**MINORITY AND WOMEN BUSINESS ENTERPRISES (MWBE) PROGRAM:** HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines MWBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non-minority women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:

- Goods and Nonprofessional Services (General and Subcontractors)
- Construction Contract
- Professional Services

All district Suppliers are asked to commit to the same goals when doing business with their Suppliers. MWBE seminars are held on the first (business) Monday of each month. Houston ISD has successfully contracted service providers through multiple federal, state, and local grants.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All vendors must be selected under one of the procurement methods stipulated in Chapter 44, section 44.031 of the Texas Education Code and approved by the HISD Board of Education before HISD can begin using their goods and/or services. HISD requires all vendors to have an approved procurement instrument (i.e., purchase order, term contract, blanket purchase agreement, etc.) in place prior to providing goods or services. Entering into contracts verbally or without appropriate authorization is prohibited and a violation of state law. Any vendor who delivers services or goods to HISD without a proper contract is doing so entirely at their own risk. HISD does not pay for goods or services that were provided without the benefit of a properly executed procurement contract.

At the campus, the grant administrator will provide oversight to the program, including direct oversight of the service providers. In addition to participating in or completing a site visit of the work led by the service provider, the grant administrator will provide feedback to the service provider on a quarterly basis. The grant administrator, who reports directly to the principal, will ensure that the work of the service provider is completed on time according to the guidelines established in the approved contract. The grant administrator will use tools such as sign in sheets, surveys, internal program evaluations to get teacher, staff, and student feedback, agendas, and other documentation directly related to the program.

The grant administrator will ensure that the service provider begins work in a timely manner within the grant period as well as within the confines of the contract. The grant administrator, along with the principal and the school leadership, will create an instrument that will be used to measure progress and monitor the success of the program and/or services provided by the service provider. Feedback will be provided to the service provider within ten days of the success of the strategies implemented and within three days (or immediately) if it is determined that the work is unsatisfactory. If it is determined that the performance of the service provider is unsatisfactory, the grant administrator will begin the search for a replacement provider. Additionally, the grant administrator will meet with the service provider to explain why their performance is unsatisfactory and what can be done to correct it. Noting that these "experts" have been contracted in the District to provide support to the school, there is a limited amount of time for vendors to take corrections to their work; therefore, after one notice of low performance, upon the second incident, the provider will be replaced. The work that is being undertaken and the lives of the students are too important to provide long-term corrective action processes for service providers.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 3: Pre-Implementation Year.** List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Visit an Exemplar Early College High School
2.	Create a Master Schedule that provides flexibility for Dual Credit Courses and CTE Advanced programming.
3.	Finalize negotiations with all Higher Education Partners
4.	Create a marketing campaign through Print and Social Media
5.	Prep 2017-2018 Cohorted students on TSI
6.	Begin process to improve Human Capital by attending district, regional and College Hiring Events
7.	Have a team attend Summer Conferences and Trainings for the ECHS Model
8.	Promote ECHS model within feeder middle schools
9.	Enroll all eligible students into at least one Dual Credit Course during the 2018 Summer Session
10.	Educate current students and parents on the advantages of the ECHS model through monthly meetings.
11.	Assess current curriculum for viability for the ECHS model
12.	Redesign Contract with CIS
13.	Complete a records audit to ensure all students are in the proper classes for a CTE certification.
14.	Visit an Exemplar Early College High School
15.	Create a Master Schedule that provides flexibility for Dual Credit Courses and CTE Advanced programming.
16.	Finalize negotiations with all Higher Education Partners
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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Worthing is currently participating in the Race to the Top Grant. This program works directly with the CTE programs on campus to create pathways of learning that students will provide students the information and instruction to obtain an industry certification.

Worthing HS offers three CTE Programs; Hospitality and Hotel Management, Computer Technologies and Animal Science and Agriculture. With the ECHS model we will partner with Institutions of Higher Education to provide students with opportunities to receive Associate Degrees of Arts and Science in their respective CTE Pathway.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

Description of the  
modification:

N/A

How intent of the original  
element remains/will be met:

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	The teacher appraisal and development system (TADS) in the Houston ISD has a student performance evaluation piece where the 30% of the teacher's final appraisal is linked to student performance. The data source that is used is the STAAR EOC for the core subject areas of English I, English II, Algebra I, Biology and US History. All other teachers will use appraiser approved assessment where the data is compiled through teacher or district created assessment. This data is then inputted into the student performance instrument where then the appraiser submits the data for ratings. Which the process includes identify or develop a summative assessment for the course with the Student Progress measure. Complete the appraiser approved assessment checklist for the identified or developed assessment. Bring the appraiser approved assessment checklist to the Goal Setting Conference for appraiser to review. And then the appraiser will approve the assessment using the standards outlined in the checklist
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	This system that includes walkthroughs that are unscheduled and unannounced. Informal walkthroughs can be conducted at any time during the appraisal year. Formal walkthroughs can be conducted 15 working days after the initial appraisal training working days are defined as any day of the duty schedule that is not a Board approved holiday. This includes teacher service days and teacher preparation days. Observations: Observations are unscheduled and unannounced. There shall be a period of 15 working days following the initial appraisal training or appraisal update training before formal classroom observations can be conducted. The teacher will have a minimum of two 15 minute walkthroughs and two formal 30 minute observations. The appraiser can elect to have as many walkthroughs and observations necessary to rate the teacher fairly.
Describe how the evaluation system was developed with teacher and principal involvement:	The new vision of HISD took place in 2010 to develop a long-term strategic plan for the district that will build upon the Declaration of Beliefs and Visions and provide a road map for the future. The purpose of this strategic direction is to provide clarity around priorities of Placing an Effective Teacher in Every Classroom, Supporting the Principal as the CEO, Developing Central Standards, Ensuring Accountability, and Cultivating Stakeholder Commitment. The Houston ISD established the Teacher Appraisal and Development System (TADS) that included the input from all stakeholders which included parents, business leaders, teachers, principals and central office administration. The first step involved a diagnostic research effort to understand the current state of the district across a number of critical dimensions such as student achievement and organizational effectiveness. It also included analyzing other transformation efforts within HISD and across the country to ensure that the best ideas are being considered in our planning process. Each campus shared decision making committee would send delegates to meet around the district to discuss what was needed in a new appraisal system. After each SDMC submitted their final vote and process was then sent to the district advisory committee where they finalized the system and it was approved by the school board.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION**, **TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

The system in place to recognizing excellence is called ASPIRE. Houston ISD has created opportunities that highlight and celebrate the excellent work of employees throughout the district. Currently, campus-based employees have the opportunity to earn performance pay for their success in accelerating student academic progress and achievement. The educators will have their student performance data that is placed in a formula to create what is called EVAAS. This data is value added to the student that are in their classroom.

Use research-based and innovative practices, technology tools, and curricular alignment to differentiate instruction

- Analyze formative and summative assessment data to maximize student learning
- Implement a Pyramid of Interventions to provide additional support to students where needed

Collaborate to discuss strategies for accelerating student progress and achievement

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

The Prescriptive Plan for Assistance (PPA) is a tool designed to track professional development that is directly tied to a struggling teacher's individual professional needs and to monitor the extent to which a struggling teacher applies professional development to increase positive student outcomes. Teachers are placed on a PPA at any point in the year when behavior or performance becomes a concern. Teachers who begin the year on an Individualized Professional Development Plan (IPDP), but whose performance indicates the need for a stronger support system, shall be placed on a PPA. Once requirements for the PPA have been met and the teacher no longer demonstrates the need for intense support, the teacher and appraiser shall collaboratively adjust the IPDP, and the teacher shall resume activities geared toward successfully achieving the IPDP targets.

Describe the criteria established for educator removal:

File review is the process where the administration decides whether to terminate, or non-renew, teachers' contracts. Principals should look, at the performance of all teachers. If their performance levels are not up to standards, the District has two options for those currently on a third-year probationary contract: 1) a fourth year of probation or, 2) termination. For those on a fourth-year probationary contract, the option is either termination or they automatically receive a term contract. Either situation calls for approval by the Board and the above-referenced notice requirements apply.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Worthing High School has a continuing relationship with Community In Schools (CIS). The implementation of this network will surround students with a community of support, empowering them to stay in school and achieve in life. CIS provides group interventions for students in a multitude of areas including Healthy Relationships, Anger Management, Teen Parenthood and Homeless. In addition to community oriented services they will provide social-emotional counseling to our students on an as needed basis. Worthing High School will continue to use the services provided by CIS moving into the future and hope to expand on their ability to service more students. In addition, CIS coordinate with the Houston Food Bank to provide quality groceries for students over the weekend.

No More Victims, Inc works directly with students who are a product of one or both parents who are incarcerated. This organization provides a class for students to express their pain and anger and learn how to manage. They also provide a community of trust and understanding for students who have to encounter the re-entry of a parent following incarceration.

The University of Texas and Baylor University have joined to provide health services for students enrolled at Worthing High School through the UT-Baylor Health Clinic. This clinic provides full services to students with parental consent. Services range from regular checkups, athletic physicals, STD Testing, Woman Wellness and Teen Pregnancy intervention and education.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

IHE partner: Houston Community College System  
 IHE primary contact: Dr. Kimberly Beatty  
 IHE agreement: Memorandum of Understanding with Houston Community College and Houston Independent School District for services signed annually. This includes the waiving of tuition for all students, the ability to take the TSI exam once a semester for free, and the assignment of instructors or hiring of school staff that are qualified to teach at the college level.

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

Houston Community College System waives tuition fees per the Memorandum Of Understanding with the Houston Independent School District, as are all other fees. Worthing HS will become a TSI testing location and will work with HCCS to coordinate testing frequency. Textbooks will become the responsibility of the Houston Independent School District to purchase.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:

The Leadership Team of Worthing HS will analyze exemplar ECHS Models.

Worthing will hire teachers who possess or determine who has a Master's Degree that can qualify to teach post-secondary courses for Fall 2017.

Worthing HS will design an innovative master schedule that supports dual credit and high school requirement courses.

The school will collaborate with the Houston ISD College Readiness, Curriculum, and Career and Technology Departments as guides for the logistics of students completing an Associate Degree Program and meeting Texas/HISD high school requirements.

Worthing HS will build a 4-year Associate's Degree Plan for high school students to complete the Restaurant and Hotel Management, Information Technology, or Veterinary Agriculture programs and ensure that required courses are embedded into the four-year Associate Degree Program for Industry Certifications as well.

The school will build a 4-year degree plan for high school students to complete the Restaurant and Hotel Management, IT, or Veterinary Agriculture Program of Study and ensure that required courses are embedded into the four-year Associate Degree Program for Industry Certifications as well.

Worthing HS will ensure that required courses are embedded into the four-year program that satisfies the Articulation agreement between IHE and University so that the courses taken can transfer over.

Begin TSI Prep in January 2017-May 2017  
Begin TSI testing and Dual Credit enrollment Summer of 2017.  
Students will complete two Dual Credit Courses before the Fall 2017.

Partner with IHE for student to begin Course work summer of 2017.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

**Academic:**

- AVID Classes will be implemented by AVID trained instructors. This will be for 9th through 11th graders.
- Teachers with Masters Degrees will be hired to teach dual credit classes on campus.
- A tutoring service will be contracted to provide small group pullout, in-class support, and after school tutoring for students.
- The use of the Pre-AP curriculum and practices will be expanded to include all students who are in general education courses.
- The expansion of the Advance Placement courses offered on campus will extend as far down as the freshman level, giving these ninth graders experience will college expectations in their classrooms.
- Coaching of teachers and extensive Professional Development in the summer through external providers to increase the rigor in classrooms.

**Social:**

- Support provided by a Dropout Recovery Organization and all of its partner organizations.
- Mentor Programs, both internally and externally, will be enacted.

**College Readiness:**

- AVID Classes will be implemented by AVID trained instructors. This will be for 9th through 11th graders.
- The hiring of a College Access Coordinator who will provide support with access to both the college system and its supports.
- Addition of College and TSI Readiness courses for students in need.
- Financial advisement activities and programs for students and parents

**College Access:**

- Field trips for 9th through 12th graders.
- College fairs setup during the summer months for students to investigate opportunities at partner IHE's.
- Internships through college partnerships

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

N/A

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

Indicate the number of existing staff rehired for work in the turnaround model implementation:

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

Indicate the number of new staff hired for work in the turnaround model implementation:

Indicate the start date for the new turnaround implementation staff, including rehires and new hires:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

N/A

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912		Amendment # (for amendments only):
<b>TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve the instructional program</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve the instructional program</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Improve the Instructional Program</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Contract with a Teacher Coaching Organization	The project will provide funding to support teacher professional development through coaching supports to help teachers build their understanding of how to use effective teaching strategies to educate the students.	
2. Secure services with a college readiness program, including the training of teachers	Teachers will receive training on how to implement the college-readiness strategies into the classroom. These strategies will be used to help students excel in the AP and regular classrooms.	
3. Train teachers in use of technology and strategies	Provide professional development to teachers in the use of technology in the classroom and how to use technology in a way that is interesting to the students, will get their attention, and allow for personalization in the classroom.	
4. Train teachers in improving instructional strategies, curriculum alignment, and differentiated instruction	Teacher will receive professional development for increasing instructional strategies and creating classrooms that support all students, including regular, AP, and students with disabilities.	
5. Provide resources that will support the Veterinary Animal Science, Hospitality and Tourism (Hotel Management), and Information Technology focus of the campus, as well as technology to support the Early College High School model.	Purchase of technology items, agriculture items, and hotel management items in the grant. Students will participate in internships, field trips, and college visits to support these programs.	

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2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912		Amendment # (for amendments only):
<b>TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase teacher quality</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase teacher quality</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Teacher Quality</b>	
<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1. Provide extra duty pay for Professional Development opportunities offered on campus and during non-contract time periods.	Extra duty pay will be provided to teachers in the amount of \$25 per hour during the school day (after school) and \$30 per hour in the summer, unless the summer PD opportunity is full day. Full day PD is \$100 per day. These funds will be used to compensate teachers for the additional time they work outside of the school time – after school, on Saturdays, and in the summer.	
2. Provide extra duty pay for teachers so that they can plan as a PLC after school hours.	Extra duty pay will be provided to teachers in the amount of \$25 per hour during the after school time of the school day. These funds will be used to compensate teachers for the additional time they work outside of the school time – after school.	
3. Provide extra duty pay for new teachers to attend additional trainings with school staff after school hours.	Extra duty pay will be provided to teachers in the amount of \$25 per hour during the after school time of the school day. These funds will be used to compensate teachers for the additional time they work outside of the school time – after school.	
4. Professional Development opportunities will be offered on campus and during non-contract time periods, after school, during PD days, and in the summer.	PD will be included for technology use, core curriculum training, teaching strategies, cultural proficiency, classroom management, and other training that will increase student achievement.	
5. Campus leadership will provide feedback and teaching strategies to teachers. Teacher Leaders will provide support and model effective classroom strategies for new and struggling teachers.	Stipend for teacher leaders to support new and struggling teachers.	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912		Amendment # (for amendments only):
<b>TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.		
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase leadership effectiveness</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase leadership effectiveness</i>.</li> </ul>		
Use Arial font, no smaller than 10 point.		
<b>Critical Success Factor:</b>	<b>Increase Leadership Effectiveness</b>	
	<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	Visitations to exemplar Early Colleges to learn from school and district leadership.	Out-of-state travel and other operating costs that do not require approval (for in-state travel). These funds will be used to pay for transportation/travel; per diem, ground transportation, fees, and hotel rates of staff members who visit these exemplars.
2.	Attend Professional Development conferences with national Early College organizations and leaders in the work of Professional Learning Communities.	Out-of-state travel and other operating costs that do not require approval (for in-state travel). These funds will be used to pay for transportation/travel; per diem, ground transportation, fees, and hotel rates of staff members who visit these exemplars.
3.	Leadership will work with ECHS consultant to develop a college culture	The consultant series designed to assist campus in pursuing designation as a Texas Early College High School will include an insights discovery assessment, team building exercises and follow up coaching, Training ECHS Cross Walk, 2+2 College Admissions training, assistance with setting up college tours, and completion of Early College Application for ECHS Designation.
4.	Work with external provider to conduct calibration walks to classrooms and practice the coaching conversations that are to be had with teachers and other staff.	The leadership will receive support from service providers who will guide the work of the leadership towards understanding how to best support teachers.
5.	Staff development in cultural proficiency	Teachers and staff will receive professional development to support the growing diversity on the campus. This cultural proficiency training will allow teachers and leadership to learn strategies to help all students increase academically.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101912

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION**  
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.  
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: *Increase Use of Quality Data to Inform Instruction*

Planned Intervention		Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Participation in district high school collaborative where teachers will attend bi-weekly meetings to review Curriculum Based Assessment data to determine the next two weeks scope and sequence.	Extra-duty pay for professional development activities related to data-driven instructional practices. Teachers will receive \$25 per hour during the school year and \$30 per hour in the summer.
2.	Utilization of College Board, STAAR, TSI, Report Cards, and National Student Clearinghouse data to determine capabilities of students and to provide appropriate placement into dual credit courses.	Grant administrator, College Access Coordinator, and the Dean of Instruction will provide support to the school/teachers related to student success and data-driven instructional strategies.
3.	Use of Curriculum Based Assessment data to determine students in need of additional tutoring and support.	Dean of Instruction will provide support to the school/teachers related to student success and data-driven instructional strategies.
4.	Use of Houston ISD Your Voice survey to determine appropriateness of programs offered at school.	Grant administrator and Parent Liaison will provide support to the school/teachers related to parent and community engagement and maintaining a positive school culture.
5.	Attend training from campus leadership to increase ability to access and analyze student data.	Extra-duty pay for teachers related to student success and data-driven instructional strategies. Teachers will receive \$25 per hour during the school year and \$30 per hour in the summer.

Schedule #17—Responses to TEA Program Requirements

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County-district number or vendor ID: 101912		Amendment # (for amendments only):	
<b>TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase learning time</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>increase learning time</i>.</li> </ul>			
Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>		<b>Increase Learning Time</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1.	Installation of a "Zero Period" before school to allow students additional opportunities to earn credits to either create additional time for dual credit classes or take a dual credit class.	Extra Duty pay for teachers to increase the learning time during the school day. Teachers will receive \$25 per hour during the school year.	
2.	Use of extra duty pay to offer elective classes during winter break or summer for original credit to open up time for dual credit classes.	Extra Duty pay for teachers to increase the learning time during out-of-school time opportunities. Teachers will receive \$25 per hour during the school year and \$30 per hour in the summer. Extra Duty pay for support staff to provide support to teachers and staff during the out-of-school time activities. Support staff receive time and ½ as pay.	
3.	Provide a summer bridge program to incoming ninth graders where they can gain original credit in electives which will open up class periods for extended dual credit classes.	Extra Duty pay for teachers to increase student learning time during the summer months. Teachers will receive \$30 per hour during the summer bridge program. Extra Duty pay for support staff to provide support to teachers and staff during the out-of-school time activities. Support staff receive time and ½ as pay.	
4.	Offer Saturday school classes for struggling students in need of additional supports.	Extra Duty pay for teachers to increase the learning time during the school day. Teachers will receive \$25 per hour during the school year.	
5.			

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101912		Amendment # (for amendments only):
<p><b>TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT</b></p> <p>Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.</p> <p>Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.</p> <ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>increase parent/community engagement</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention for <i>parent/community engagement</i>.</li> </ul> <p>Use Arial font, no smaller than 10 point.</p>		
<b>Critical Success Factor:</b>	<b>Increase Parent/Community Engagement</b>	
	<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	Implement Report Card Nights for parents to come to school to include "free" dress code passes to students whose parents attend.	Grant administrator and Parent Liaison will provide support to the school related to parent and community engagement and maintaining a positive school culture.
2.	Allow IHE partner to use the building at night to offer classes for parents and community.	Grant administrator and Parent Liaison will provide support to the school related to parent and community engagement and maintaining a positive school culture.
3.	The enhancement of the Parent Center on campus to include a computer lab where parents can sign up for college course and review college materials for themselves and their students.	Computers will be purchased for the parent center to increase parent engagement at the school
4.	Career Nights that will exemplify the multitude of programs offered on campus, these nights will showcase student work and allow for students to conduct the presentations on the small learning community that they belong to.	Supplies and materials will be used to promote college and career readiness. Supplies will also be used during the school day to increase student achievement.
5.	Conduct recruitment fairs during the day at local middle schools to recruit students and educate them on the Early College Model being implemented in their neighborhood. Parents will also be invited to these.	Grant administrator and Parent Liaison will provide support to the school related to parent and community engagement, student activities, and maintaining a positive school culture.
<b>Schedule #17—Responses to TEA Program Requirements</b>		

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<b>TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE</b> Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.			
<ul style="list-style-type: none"> <li>List the <u>key interventions</u> the campus will implement to <i>improve school climate</i> in order to achieve increased academic performance.</li> <li>Provide a <u>description of grant costs</u> named in the Budget Schedules, indicating how costs will support the intervention to <i>improve school climate</i>.</li> </ul>			
Use Arial font, no smaller than 10 point.			
<b>Critical Success Factor:</b>		<b>Improve School Climate</b>	
<b>Planned Intervention</b>		<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>	
1.	Conduct "town hall meetings" with students on a monthly basis to discuss current events at the school and to ascertain feedback from them on their needs.	Grant Administrator, Counselor, Dropout Prevention Organization, Dean of Instruction	
2.	Provide teachers with Professional Development on student communication strategies and classroom management methods.	Teachers will receive professional development for increasing instructional strategies and creating classrooms that support all students, including regular, AP, and students with disabilities.	
3.	Support of students through external organizations that provide mentoring to both individual students and groups.	Dropout prevention organization to provide social services to students in support of their progress through high school.	
4.	Enact a "college day" each semester where teachers and students will be encouraged to wear college branded clothing and decorate their rooms and hallways with paraphernalia.	Grant administrator, College Access Coordinator, Counselor, and Dean of Instruction will provide support to the teachers and students regarding college and career readiness.	
5.	Conduct a college fair on campus and invite both local and national colleges and universities to attend and recruit students.	Grant administrator, College Access Coordinator, Counselor, and Dean of Instruction will provide support to the teachers and students regarding college and career readiness.	

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101912

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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